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DOCUMENTED
BRIEFING

The Role of Deployments in Competency Development

Experience from Prince Sultan
Air Base and Eskan Village in
Saudi Arabia

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PREFACE

In fall 2001, the RAND Corporation conducted a survey of officers and enlisted personnel who had recently returned from a deployment to Prince Sultan Air Base (PSAB) or Eskan Village in Saudi Arabia. This documented briefing reports the results of that effort, using survey data to consider the utility of a PSAB/Eskan deployment as a setting for skill broadening and competency development. In doing so, this research addresses the larger issue of whether the learning that occurs during deployments merits tracking.

This document summarizes a briefing presented to retired Major General Charles Link, Director of the Developing Aerospace Leaders (DAL) Program Office, AF/DP DAL, on April 18, 2002. General Link initiated and sponsored this research, which was motivated by his question on competency development during contingency deployments.

The research reported here is part of the "Leader Development" project under the RAND Project AIR FORCE Manpower, Personnel, and Training Program. Other parts of that research addressed the competencies that officers need to develop and that senior-level jobs require, as well as how many officers have developed those competencies. Since the April 2002 briefing, the DAL initiative and staff were folded into the Air Force Senior Leader Matters Office (AFSLMO). This briefing should be of interest to Air Force staff responsible for force development.

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CONTENTS

Preface.....	iii
Summary.....	ix
Acknowledgments.....	xiii
INTRODUCTION.....	1
ANALYTIC APPROACH AND THE SURVEY SAMPLE.....	3
PSAB/ESKAN DEPLOYMENT IS BEST FOR DEVELOPING SOME COMPETENCIES.....	14
PSAB/ESKAN IS A COMMON SETTING FOR DEVELOPING SOME COMPETENCIES.....	27
CONCLUSIONS.....	33
Appendix: RAND SURVEY: WHERE ARE SKILLS AND CHARACTERISTICS DEVELOPED IN THE AIR FORCE?	35

SUMMARY

The U.S. Air Force (USAF) Developing Aerospace Leaders (DAL) initiative, according to the DAL charter, was designed "to examine and recommend actions necessary to prepare the USAF Total Force for leadership into the 21st century." DAL staff members have examined deliberate goals and means to develop and broaden current and future officers. The DAL approach features "occupational" and "universal" competencies and a range of potential developmental activities.

RESEARCH QUESTION

DAL staff members raised questions pertaining to the nature and extent of airmen development occurring within the Training, Exercise, and Deployment (TED) arena. Specifically, they asked whether officers learn enough during contingency deployments to merit an examination of how to track that learning. The research summarized here responds to that query and, in doing so, sheds light on the learning of enlisted personnel vis-à-vis the learning of officers.

METHODS

We opted to focus on learning experiences specifically at Prince Sultan Air Base (PSAB)/Eskan Village rather than assess the development of officers at various contingency deployments. We surveyed officers and enlisted personnel in the continental United States (CONUS) who had returned from a PSAB/Eskan deployment within the preceding 12 months. Respondents selected from a list of settings all those settings in which they learned a specific competency or skill. They then indicated the single "best" learning environment for the skill or competency in question. Settings included initial training, on-the-job training (OJT)/normal duty assignments, schoolhouse, professional military education (PME), exercises, deployments to PSAB/Eskan, other operational deployments, and settings outside the Air Force. The survey addressed 46 competencies (referred to as "characteristics" in the survey) and skills, including the 41 universal competencies identified by DAL staff. Competencies spanned eight categories: special aerospace skills/duties, leadership, operations, organization, strategy, technology, perspective, and character.

Some 225 enlisted personnel and 22 officers contributed data. We looked for differences in the pattern of responses between the two groups and analyzed their responses separately when we found significant differences. We used the responses to assess the utility of a PSAB/Eskan deployment relative to other learning environments and to identify the competencies and skills for which a PSAB/Eskan deployment was a highly regarded learning environment. Specifically, we compared the frequencies of "best" responses across each learning environment, using PSAB/Eskan deployment as a baseline. We also examined the total number of responses for each setting. These two types of analyses enabled us to identify cases in which PSAB/Eskan deployment was highly regarded as the "best" learning environment, as well as cases in which it was frequently selected as a place to learn, though not necessarily the "best" one.

RESULTS AND CONCLUSIONS

The "best" learning environment responses of officers and enlisted personnel were analyzed together when their perceptions of learning environments did not differ significantly, which was the case for 26 of the 46 competencies and skills listed in the survey. Our analysis revealed that PSAB/Eskan deployment was selected most frequently, and uniquely most frequently, as the setting in which respondents "best" learned three competencies and skills—Expeditionary operations, Alliance and coalition interoperability, and Air Operations Center (AOC) organization and operations. In other words, for those three items, the percentage of recent deployment returnees selecting PSAB/Eskan deployment as the "best" setting for learning each specific competency was statistically significantly greater than the percentage selecting any other setting as "best." PSAB/Eskan deployment tied with one or more settings as "best" for learning seven other competencies and skills (that is, it was significantly greater than some settings and significantly lower than none for learning certain competencies) (see pages 16-17).

The response patterns for officers and enlisted personnel differed for 20 of the 46 competencies and skills, but in none of those cases could we determine whether officers most frequently regarded PSAB/Eskan deployment as their "best" learning environment (see pages 25-26). Enlisted personnel, however, identified PSAB/Eskan deployment most frequently, and uniquely most

frequently, as the "best" setting for learning two more competencies: Joint battlespace and Joint overarching operational concepts and key enablers. Further, PSAB/Eskan deployment tied for "best" setting with one or more other settings for learning six other competencies (see page 23).

These results indicate that PSAB/Eskan deployment was most frequently identified as the "best" for learning more than one-third of the competencies and skills listed on the survey. Many of those items were from the "operations," "organization," and "strategy" categories of DAL's list of "universal competencies."

Moreover, respondents also widely regarded PSAB/Eskan deployment as a common setting for learning several additional skills. For each of the 46 competencies and skills, we calculated the frequency percentage and rank order of PSAB/Eskan deployment relative to other learning environments. Although we did not analyze the statistical significance of these values, this process highlighted additional competencies and skills for which PSAB/Eskan deployment was commonly regarded as a place to learn, even though it was not among the most frequently selected "best" places to learn. For ten additional competencies and skills, PSAB/Eskan deployment's rank order indicated it fared well in comparison with other settings. Most of these additional items were from the leadership, technology, perspective, and operations categories of DAL's list of universal competencies (see pages 29-32).

In summary, recent returnees frequently identified PSAB/Eskan deployment as a place to learn the majority of the competencies and skills included in the survey, and in many cases viewed it as the "best" place to learn them.

These results suggest that if the Air Force elects to track officers' or enlisted members' development of universal competencies, then it seems important to track their development during contingency deployments such as PSAB/Eskan. At a minimum, our findings seem to warrant assigning an integrated process team to consider the feasibility of such an endeavor (see pages 33-34).

ACKNOWLEDGMENTS

We extend our appreciation to the many individuals who contributed their time and knowledge in support of this briefing. Air Force colleagues who played especially helpful and important roles include Maj Gen (ret.) Chuck Link, Lt Col Jennifer Graham, Lt Col James Lessel, Lt Col Paul Price, Lt Col David Timm, and Col Timothy Zadalis, all of AF/DP DAL. RAND colleague Craig Moore contributed insight into the formulation, conduct, and review of our analyses and conclusions. Finally, we thank RAND associates Fran Teague, Grace Yasuda, and Janie Young for their assistance in preparing survey materials and inputting survey data.

The authors retain full responsibility for any errors that remain in the document.

INTRODUCTION

DAL's Question

Do enough officers learn enough during contingency deployments to warrant creating an IPT that would examine how to track this learning?

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6 1/12/2004

Major General Charles Link, Director of the Developing Aerospace Leaders (DAL) Program Office, motivated the research reported in this briefing with his question, do enough officers learn enough during contingency deployments to warrant creating an integrated process team (IPT) that would examine how to track this learning? Specifically, we collected and analyzed data to inform this question and to shed light on related topics. The DAL Program Office expected that our findings would then potentially serve as the basis for more in-depth study of competency development during contingency deployments.

Research Goals

- **Assess the utility of a PSAB/Eskan deployment relative to other learning environments**
- **Identify competencies and skills for which a PSAB/Eskan deployment is a highly regarded learning environment**
- **Determine whether officers and enlisted personnel differ in their perception of learning environments**

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We adopted the three research goals above regarding the learning experiences of officers and enlisted personnel who had returned from a Prince Sultan Air Base (PSAB) /Eskan Village deployment.

ANALYTIC APPROACH AND THE SURVEY SAMPLE

Method

- **Preferred approach:** Visits to PSAB/Eskan Village to collect information were twice scheduled and canceled
- **Alternative approach:** Surveyed recent returnees at Shaw, Charleston, and Andrews AFBs
 - Officer and enlisted respondents identified all learning environments and indicated “best” for each competency or skill

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To accomplish our goals, we initially planned to conduct interviews with officers and enlisted personnel on site at PSAB and Eskan Village. PSAB and Eskan Village were selected as our research sites because, at the time, they together constituted the Air Force's largest ongoing deployment. Due to the size of this deployment, a wide variety of Air Force occupations were represented at these locations. During their visits to these sites, DAL staff members also developed the hypothesis that additional learning occurs during deployments. The DAL office twice scheduled us to visit PSAB/Eskan Village, but both visits were canceled due to conditions in the theater. Finally, we opted to conduct a survey in the continental United States (CONUS) of individuals returning from deployments to PSAB/Eskan Village. This approach permitted us to gather a large amount of data in an expedient and unobtrusive manner.

We traveled to three Air Force bases (AFBs) identified by the DAL office as having large concentrations of recent PSAB/Eskan returnees: Shaw, Charleston, and Andrews AFBs. The word “recent” initially referred

to individuals who had returned from a PSAB/Eskan deployment within the six months prior to the survey. We extended the time frame to 12 months, however, to increase the number of respondents. This time frame extension enabled us to increase our sample size from 157 to 250.

In the survey, we asked the recent returnees first to identify all settings in which they learned a specific competency or skill and then to indicate the *best* learning environment for each of those competencies and skills.

We Asked About...

- **46 competencies in eight categories (seven from UCL)**

– Specialized skills/duties	– Strategy
– Leadership	– Technology
– Operations	– Perspective
– Organization	– Character

- **Across eight learning environments**

– Initial training	– Exercises
– On-the-job training/normal duty	– <u>PSAB/Eskan deployment</u>
– Schoolhouse (mid-career)	– Other deployments
– Professional military education	– Outside USAF

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9 2/20/2004

The survey addressed 46 competencies and skills in the eight categories listed above; all but the first were from DAL's Universal Competency List (UCL). We developed five additional competencies related to specialty skills and duties in order to assess not only DAL universal competency development, but also learning, in an occupational or functional sense, outside of one's career field. We also identified the eight places and activities (listed above) that potentially serve as environments to learn these competencies and skills.

We arranged the learning environments and each category's specific competencies in a matrix format for survey respondents' consideration.

Survey Detail								
Aerospace Technology	Initial Training (basic/commissioning/ABC/tech school)	OJT/Normal Duty Assignments	Schoolhouse (mid-career technical training)	PME (ALS/NCAS/NCOAS/SOCSS/SSS)	Exercises (home station/deployed)	Deployment(s) to PSAB/Eskan	Other operational deployments	Outside the AF (e.g., home, college course, etc.)
Skill or Characteristic								
32) Emerging Systems/Effects	X	(X)	X		X			
33) Basic/Specialized Knowledge	X	X	X	X	(X)	X	X	
34) Aerospace Environment								
35) Testing and Experimentation	X	X	(X)	X			X	

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10 2/20/2004

Survey provided definitions (arrow pointing to the first row of the matrix)

Learned in this environment (arrow pointing to the circled X in the 33) row, 5th column)

Best learned in this environment (arrow pointing to the circled X in the 35) row, 4th column)

This illustration above is representative of a large portion of the survey. Competencies (referred to in the survey as "characteristics") and skills are listed on the left side of the matrix, and the learning environments are listed across the top. Individuals identified with an "X" each setting in which they had learned a specific skill or competency. Additional instructions explained that respondents should mark as few or as many boxes as appropriate, even if a skill was only partially learned at a specific setting.

After identifying all the settings in which a specific skill or competency was learned, respondents circled the "X" corresponding to the one place or activity in which they had *best* learned the skill or competency in question.

Survey respondents went through this process for each of 46 competencies and skills. Competency definitions were provided for respondents to refer to as needed throughout the survey. We also included questions about respondents' background (e.g., paygrade, Air Force Specialty Code [AFSC], and PSAB/Eskan deployment experience). Lastly, individuals were encouraged to write relevant comments throughout the survey and in one final open-ended question. The actual

survey instrument, including instructions and DAL competency definitions, is provided in the appendix.

Survey Administration

- DAL staff arranged visits to AFBs
 - October/November 2001, during post-9/11 crisis
 - Series of meetings scheduled at each base by local POC
- RAND and DAL staff administered survey using a “muster” approach
 - Gathered respondents in a central location for purposes of explaining and completing the survey
- Collected 247 usable surveys
 - About half of number anticipated

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11 1/12/2004

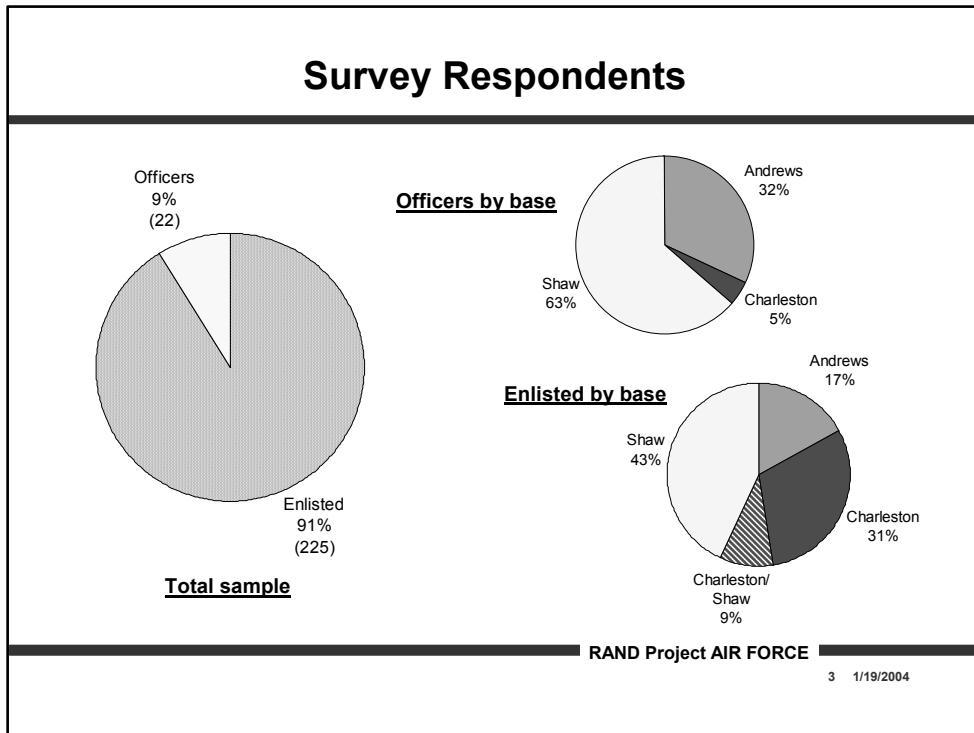
Equipped with this survey, we traveled with members of DAL's staff to Shaw, Charleston, and Andrews AFBs in late fall of 2001. DAL staff identified 569 enlisted personnel and 68 officers at Shaw, Charleston, and Andrews AFBs who had recently returned from a deployment to PSAB/Eskan Village. Prior to our visits, DAL staff coordinated with the appropriate unit commanders to ensure that our visits took place at opportune times and that the targeted personnel were duly notified. DAL staff also worked with local points of contact (POC) to arrange a series of survey administration meetings. At each of the three bases we visited, the survey was administered at multiple times, at multiple on-base locations. In using this approach, we hoped to make survey participation as convenient as possible for the deployment returnees, with ensuing favorable implications for the response rate.

We administered the survey using a “muster” approach: Respondents gathered in a central location (the “survey meeting”) to receive an overview of DAL and detailed survey instructions. We were also available for questions during and after the survey, which on average took approximately 30 minutes to complete. A small number of individuals asked minor clarifying questions, and informal post-survey conversations

with respondents suggested that individuals completed the survey with little difficulty.

We collected 250 surveys in total at the three bases. Two surveys were unusable because the individuals did not sufficiently complete the background section (e.g., they omitted their pay grade or deployment dates), while a third survey was discarded because the responses made it clear that the respondent did not take the data collection effort seriously. In the end, we collected 225 usable surveys from enlisted personnel (40 percent of an expected potential 569 surveys) and 22 usable surveys from officers (32 percent of an expected potential 68 surveys), for an overall response rate of 39 percent.

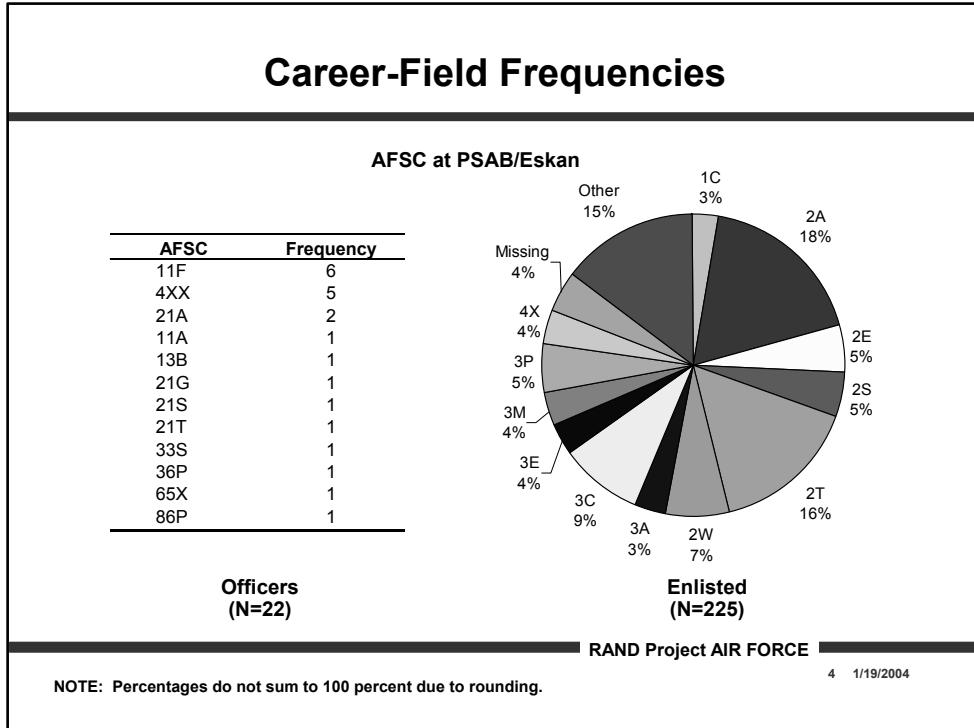
We had no way of knowing how many of the eligible 637 personnel were actually on base on the days we conducted the surveys. In addition, perhaps the timing of the RAND/DAL visits—during the immediate post-9/11 crisis—made it more difficult for individuals to participate.



The charts above help to describe the group of 247 men and women who completed our survey. Enlisted personnel were 91 percent of the survey sample. Of those 225 enlisted, 48 percent were in pay grades E-4 and below, while 52 percent were E-5 and above.

The remaining 9 percent of survey respondents were officers. Only a small number of officers (22) completed the survey, even though we extended the "recent" time frame from six to 12 months and focused on bases with a large number of recent PSAB/Eskan returnees. As noted earlier, this limited response may have been due in part to the intensity of the Air Force's immediate post-9/11 response. Nevertheless, we were able to glean some insights from this small group of officers.

A large percentage of survey respondents were based at Shaw AFB: 63 percent of officers and at least 43 percent of enlisted personnel.



Continuing on with summary statistics, the graphics above reveal that survey respondents held a wide array of primary AFSCs while at PSAB/Eskan. Primary AFSCs held by all 22 officers in our sample and by 5 percent or more enlisted survey respondents are shown.

The most widely held career fields for officers were as follows (percentages in the total Air Force population and in an Air Expeditionary Force [AEF] are in parentheses):

- 11 Pilot: 32 percent (16 percent of total population; 48 percent of AEF)
- 4 Medical/Dental: 23 percent (16 percent of total population; 11 percent of AEF)
- 21 Aircraft Maintenance and Munitions: 23 percent (6 percent of total population; 7 percent of AEF).

The most widely held career fields for enlisted personnel were as follows:

- 2A Aircraft Maintenance: 18 percent (21 percent of total population; 27 percent of AEF)
- 2T Transportation: 16 percent (4 percent of total population; 5 percent of AEF)

- 3C Communications: 9 percent (5 percent of total population; 3 percent of AEF).

As can be seen from the above information, our sample appears to be overrepresentative of medical/dental officers, aircraft maintenance and munitions officers, and transportation and communications enlisted personnel, and underrepresentative of pilots and enlisted aircraft maintainers when compared with the composition of an AEF. The only sizable occupation group that was included in an AEF but was missing from our sample was intelligence.

PSAB/Eskan Deployment Descriptives

	Officers (N=22)	Enlisted (N=225)
Number of PSAB/Eskan deployments	1.1	1.4
PSAB/Eskan total days, all deployments	77.3	125.5
Recent PSAB/Eskan deployment length (months)	2.7	3.0
Time since last deployment (months)	4.7	5.4
Percentage of time spent working outside primary specialty at PSAB/Eskan	21.2%	25.3%

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14 1/12/2004

On average, the number of PSAB/Eskan deployments, the recent deployment length, and the time since last deployment were similar for enlisted personnel and officers. The values for enlisted personnel were higher for each of these three measures as well as for total days at all PSAB/Eskan deployments; most notably, officers averaged 77 days at PSAB/Eskan for all deployments, while the comparable figure for enlisted was much greater: 126 days.

Perhaps of greatest interest, however, is the last item in the table above: percentage of time spent working outside primary specialty at PSAB/Eskan. Officers reported that 21 percent of their time, on average, was spent working outside their primary specialty, while enlisted personnel reported an average of 25 percent. Fully 75 percent of survey respondents indicated spending some portion of their time working outside their primary specialty. These numbers suggest opportunity for learning outside one's primary specialty at PSAB/Eskan, learning that at present is largely undocumented.

PSAB/ESKAN DEPLOYMENT IS BEST FOR DEVELOPING SOME COMPETENCIES

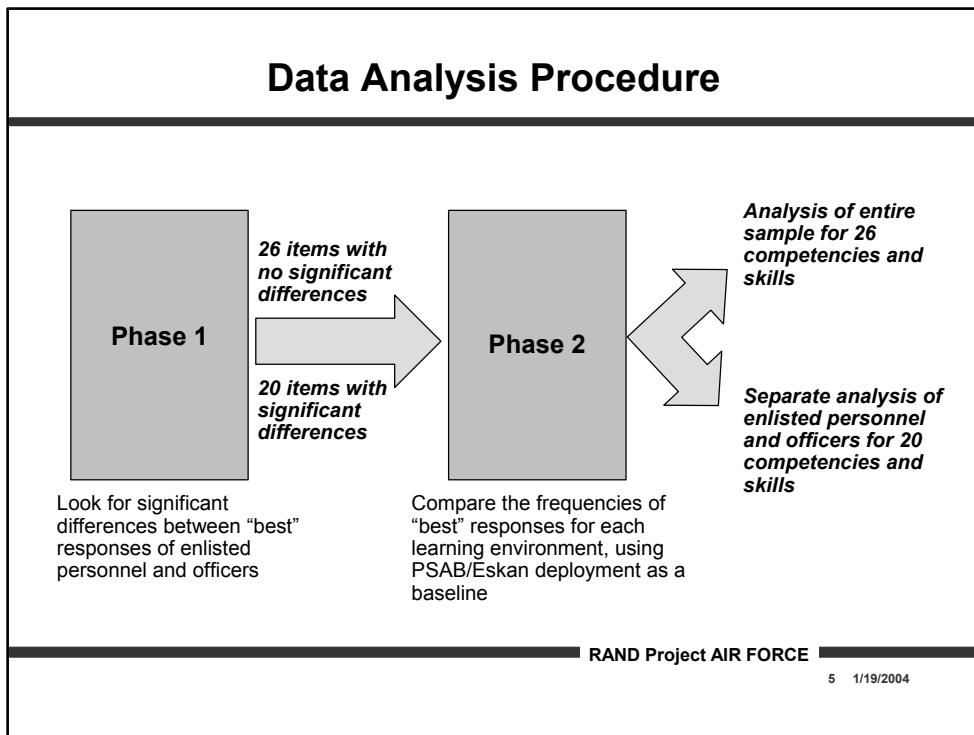
Analysis of “Best” Responses

Skill or Characteristic	Initial Training (Basic/Commissioning/ABC/Tech School)	OJT/Normal Duty Assignments	Schoolhouse (mid-career technical training)	PME (ALS/NCOA/SNCOA/SJS/SSS)	Exercises (Home Station/Deployed)	Deployment(s) to PSAB/ESKAN	Other operational deployments	Outside the AF (e.g., home, college course, etc.)
32) Emerging Systems/Effects		(X)						
33) Basic/Specialized Knowledge					(X)			
34) Aerospace Environment								
35) Testing and Experimentation			(X)					

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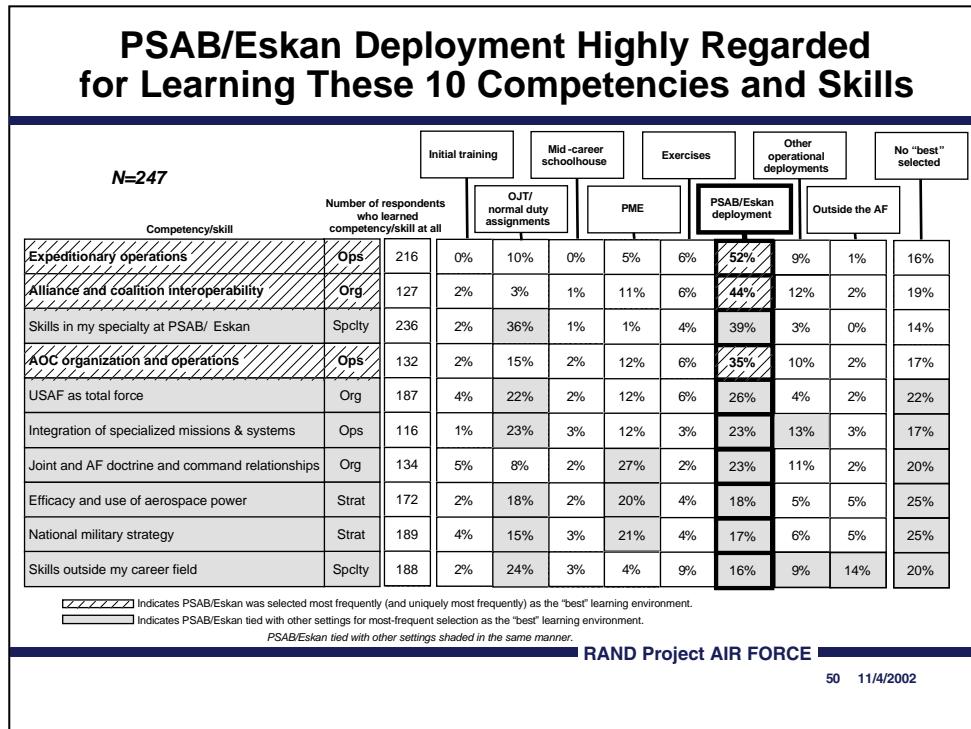
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We now proceed to our analysis of the “best” responses: the one learning environment identified with a circle by respondents as the *best* setting in which to learn specific competencies and skills. For this part of the analysis, our sole focus was on the “best” responses; in the next section, we will consider all responses.



Our analysis of the "best" responses was conducted in two major phases. In Phase 1, we looked for significant differences between the pattern of enlisted personnel's "best" responses and that of officers. Enlisted personnel and officers experience distinct career development opportunities, so they may recall and value the same learning environments differently. Indeed, for 20 of the competencies and skills featured in the survey, the "best" responses of the officers differed significantly from those of the enlisted personnel. For the remaining 26 competencies and skills, there was no significant difference between the pattern of officer responses and that of enlisted personnel.

In Phase 2, we compared the frequencies of "best" responses for each learning environment (e.g., initial training, exercises) using PSAB/Eskan deployment as a baseline. This process was informed by the results of Phase 1: For the 26 competencies and skills with no significant difference between officer and enlisted "best" response patterns, the entire sample ($N = 247$) was analyzed. Separate analyses of the enlisted personnel and the officers were conducted for the 20 competencies and skills, with significant differences in "best" responses found between the two groups.



The chart above is the first of three such charts showing the results of the "best" response analysis for the entire sample: 26 competencies and skills in total.¹ The leftmost column lists competencies and skills, and to the right of that column are the categories to which each competency corresponds. Expeditionary operations, for instance, is part of the operations category on DAL's UCL.

The first column of numbers in the chart provides the number of respondents, out of 247, who learned a specific competency at all (i.e., placed at least one "X" in a box corresponding to the competency or skill in question). For example, 216 of the 247 survey respondents felt that they had learned Expeditionary operations at all. The remaining columns correspond to the eight learning settings identified in our survey, with a final column for "No 'best' selected." This last column was added because there were instances in which learning did occur, as signified by the presence of at least one "X," but one "best" learning environment was not circled.

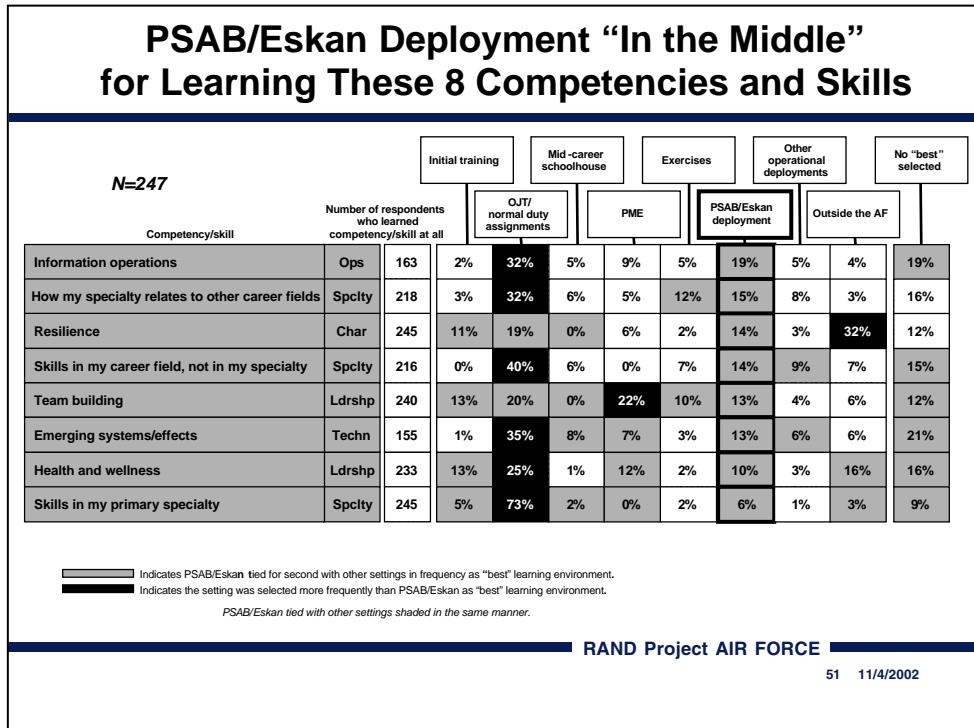
¹ Ops = operations; Org = organization; Spclty = specialty skills; Strat = strategy.

In the column corresponding to PSAB/Eskan deployment, the numbers listed are the percentages of respondents who had learned the competency or skill at all and who also regarded PSAB/Eskan deployment as the place they "best" learned the particular competency or skill. For example, of the 216 survey respondents who learned something about Expeditionary operations, 52 percent reported they "best" learned the competency during a PSAB/Eskan deployment.

Finally, the chart's shading indicates how other learning environments compare with PSAB/Eskan deployment. Solid stripes indicate PSAB/Eskan deployment was selected most frequently (and uniquely most frequently) as the "best" learning environment. Light gray shading indicates PSAB/Eskan is tied with other settings for being selected most frequently as the "best" learning environment. Specifically, the percentage of people who selected PSAB/Eskan deployment as the "best" place to learn is statistically no different from comparable percentages for the other settings (shaded in light gray). In the case of USAF as total force, for instance, the lighter shading indicates that PSAB/Eskan deployment is tied with OJT/normal duty assignments for being selected most frequently as the "best" learning environment. The box corresponding to "No 'best' selected" also has lighter shading, signifying that the percentage of respondents who did not identify one "best" learning environment is statistically no different from the 26 percent who regarded PSAB/Eskan as the "best" learning environment.

PSAB/Eskan deployment was selected most frequently, and uniquely most frequently, as the "best" learning environment for Expeditionary operations, Alliance and coalition interoperability, and Air Operations Center (AOC) organization and operations. Two of these three competencies fall within the operations category on DAL's UCL.

For the remaining seven competencies and skills shown in the chart above, the percentage of people regarding PSAB/Eskan deployment as the "best" learning environment was statistically greater than or equal to comparable percentages for all other learning environments. Thus, for additional competencies in the operations, organization, and strategy UCL categories, as well as specialty skills, PSAB/Eskan deployment was highly regarded as a place to learn by both officers and enlisted personnel.

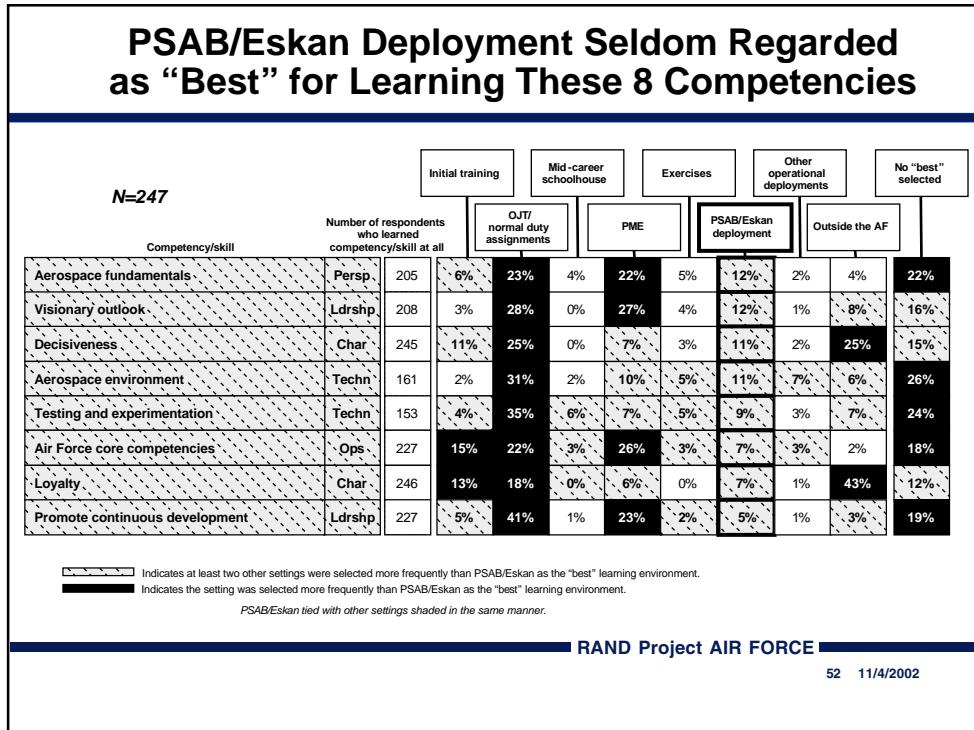


This chart, the second of three featuring the entire sample, shows competencies and skills for which a PSAB/Eskan deployment is "in the middle" as an environment for learning.

Dark gray shading indicates that PSAB/Eskan deployment is tied for second place with other settings in the frequency with which it was selected as the "best" learning environment, while black shading indicates that a specific setting was selected statistically more frequently than PSAB/Eskan deployment as the "best" learning environment. In the case of Resilience, for instance, 14 percent of the 245 individuals who had learned something about Resilience felt that they best learned this competency at PSAB/Eskan deployment. This percentage is statistically no different from comparable percentages for initial training, OJT/normal duty assignments, mid-career schoolhouse, and no "best" selected. Outside the AF (shaded black) was selected more frequently than PSAB/Eskan deployment as the "best" learning environment for Resilience.

OJT/normal duty assignments predominates as the most frequently selected "best" learning environment for the eight competencies and skills listed in the chart above. Although PSAB/Eskan deployment is not

the most frequently selected "best" learning environment, it is still favorably viewed by survey respondents.

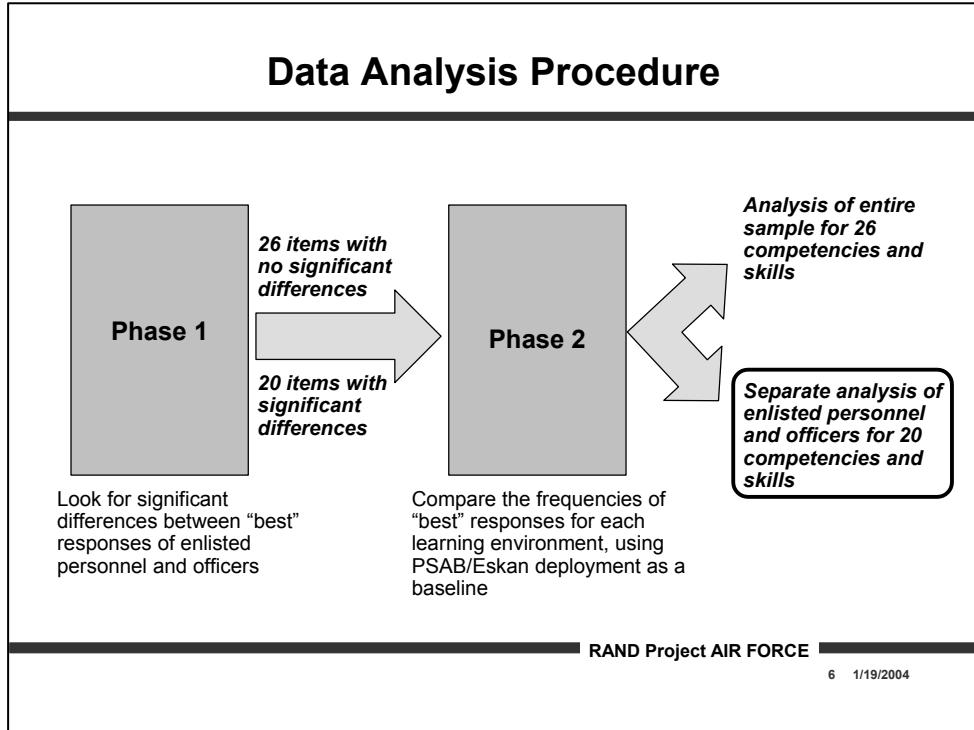


The chart above, the last of three pertaining to the entire sample, shows that PSAB/Eskan deployment was seldom regarded as the "best" place to learn these eight competencies.² Dark gray shading has been replaced by dashed stripes, which indicate that not one but rather two or more settings were selected more frequently than PSAB/Eskan as the "best" learning environment. The meaning of the black shading remains the same; it indicates which settings were selected statistically more frequently than PSAB/Eskan deployment as the "best" learning environment. In the case of Aerospace fundamentals, for instance, both OJT/normal duty assignments and PME were selected more frequently than PSAB/Eskan deployment as the "best" learning environment, also tying statistically with no "best" selected. Additionally, PSAB/Eskan deployment is tied with initial training, although for both at least two other settings were selected more frequently.

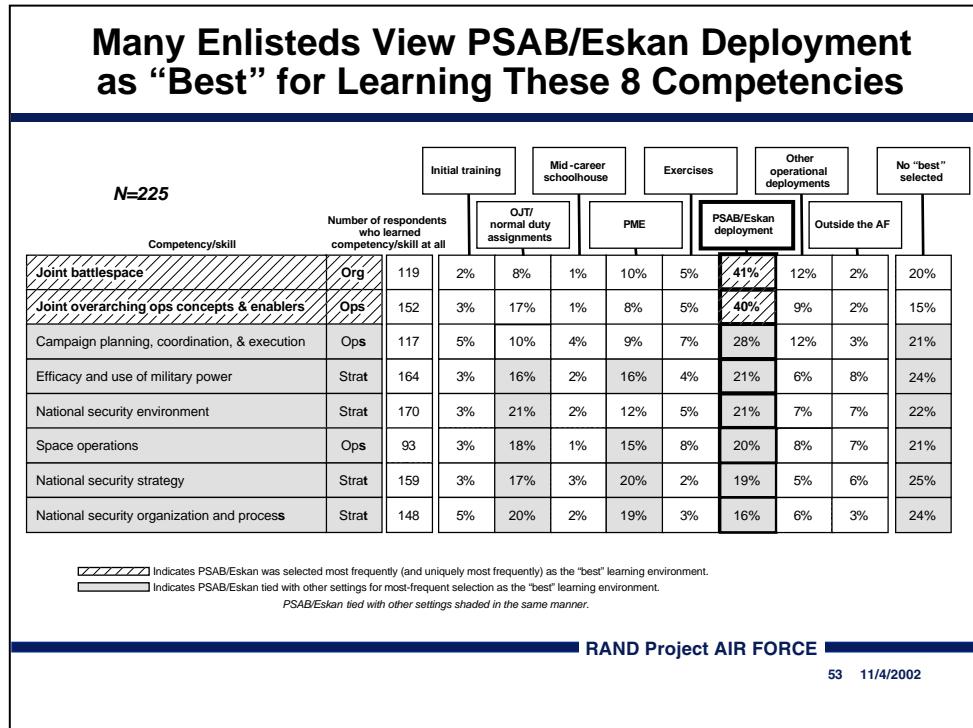
For these eight competencies, the percentage of people selecting PSAB/Eskan deployment is relatively low. The amount of black shading indicates that OJT and other settings were more frequently regarded as

² Persp = perspective; Ldrshp = leadership; Char = character; Techn = technology.

the "best" place to learn these competencies, which are mainly in the technology, leadership, and character categories of DAL's UCL.

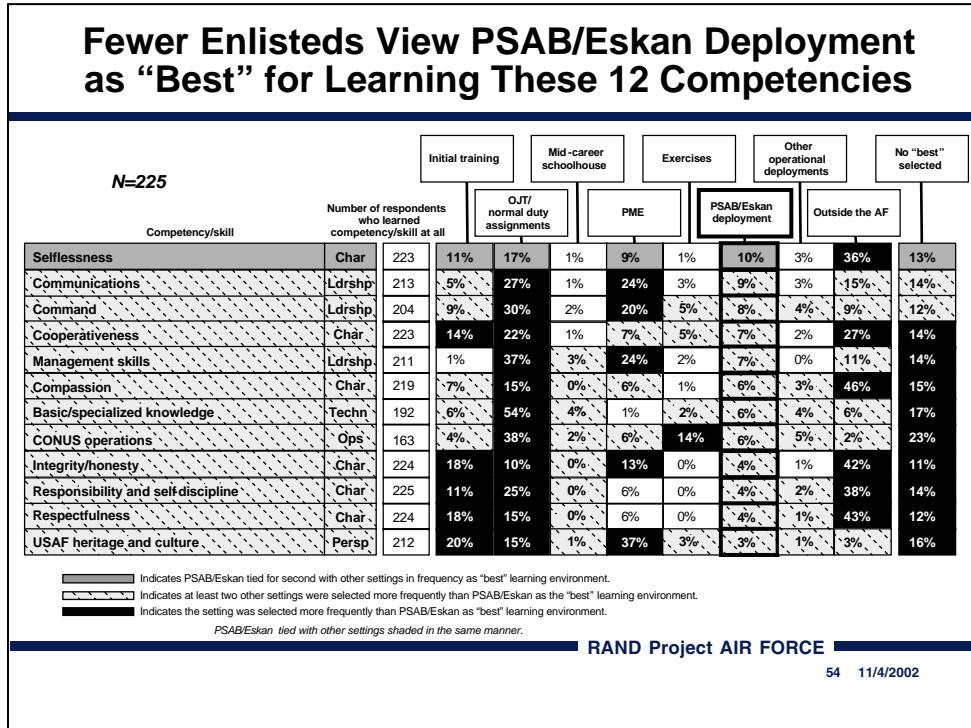


The preceding analysis addressed the 26 competencies and skills for which the "best" responses for officers did not differ significantly from those of enlisted personnel. For the remaining 20 competencies and skills, those with significant differences between the two groups' patterns of responses, enlisted responses ($N = 225$) and officer responses ($N = 22$) were analyzed separately. The next few charts summarize the results of this endeavor.



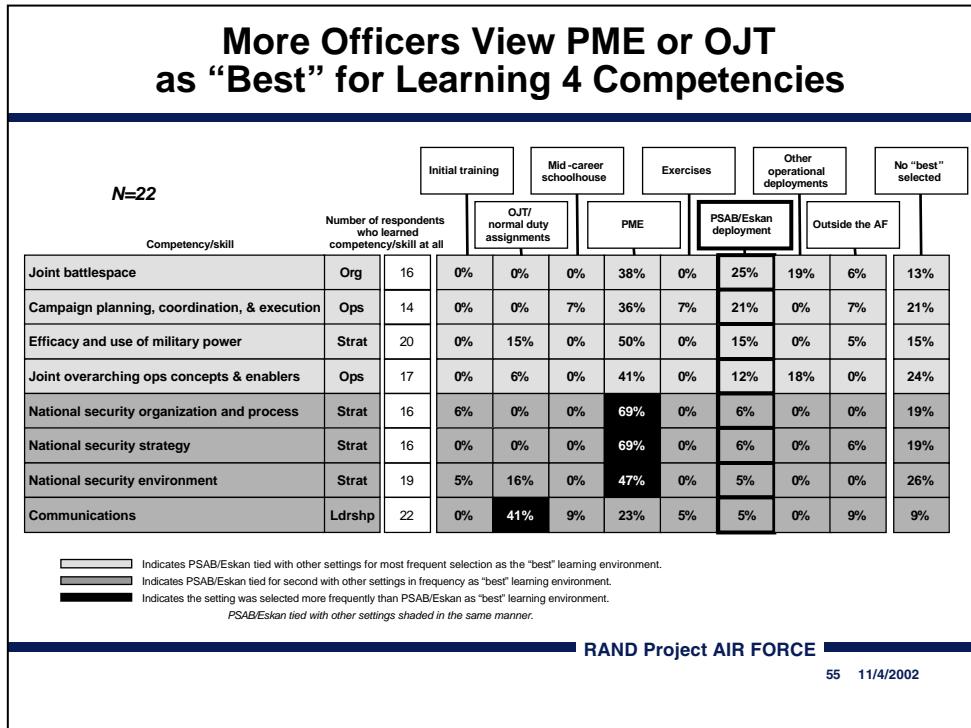
The chart above is the first of two showing the results of the “best” response analysis for enlisted personnel only, which includes a total of 20 competencies and skills.

Solid stripes indicate that PSAB/Eskan deployment was selected most frequently (and uniquely most frequently) as the best learning environment for two competencies: for Joint battlespace and for Joint overarching operational concepts and key enablers. For the remaining six competencies, light gray shading signifies that PSAB/Eskan deployment is statistically tied with other settings for most-frequent selection as the best learning environment. As we found for the competencies analyzed using the entire sample, enlisted personnel regard PSAB/Eskan deployment most favorably for learning these additional competencies in the operations, organization, and strategy categories.



Fewer enlisted personnel viewed PSAB/Eskan deployment as the "best" place to learn the 12 competencies listed above than to learn the eight competencies listed in the previous chart. Note both the small percentages of respondents who identified PSAB/Eskan deployment as the "best" setting and the preponderance of black shading.

For these competencies and skills, many of which fall within the leadership and character UCL categories, OJT/normal duty assignments is more frequently regarded than PSAB/Eskan deployment as the "best" learning environment. Initial training, PME, and outside the AF were also more frequently selected than PSAB/Eskan deployment as the "best" environment.



We examined the officers' "best" responses for the same 20 competencies and skills, but our analysis was hindered by the small number ($N = 22$) of officers who completed our survey. The small number rendered it difficult to find statistically significant differences between the learning environments. More specifically, for the first four competencies listed above, there are no statistically significant differences among the percentages of officers who considered PSAB/Eskan deployment or any other learning environments as the "best" environment. In other words, we can only tell that no other learning environment ranked lower than PSAB/Eskan as the "best" place to learn a specific competency. For the last four competencies listed above, more officers view PME or OJT/normal duty assignments as the "best" place to learn.

Officers Never Selected PSAB/Eskan Deployment as "Best" for Learning These 12 Competencies and Skills

Competency/skill		Number of respondents who learned competency/skill at all	Competency/skill		Number of respondents who learned competency/skill at all
Command	Ldrshp	22	Integrity/honesty	Char	22
Management skills	Ldrshp	21	Selflessness	Char	22
Space operations	Ops	13	Respectfulness	Char	22
CONUS operations	Ops	17	Responsibility and self-discipline	Char	22
Basic/specialized knowledge	Techn	21	Compassion	Char	22
Air Force heritage and culture	Persp	21	Cooperativeness	Char	22

RAND Project AIR FORCE

25 2/3/2004

Finally, for the 12 competencies and skills shown above (including many from the UCL's character category), no officers selected PSAB/Eskan deployment as the "best" learning environment. This prevented us from conducting the same statistical analysis that served as the basis for the preceding charts.

PSAB/ESKAN IS A COMMON SETTING FOR DEVELOPING SOME COMPETENCIES

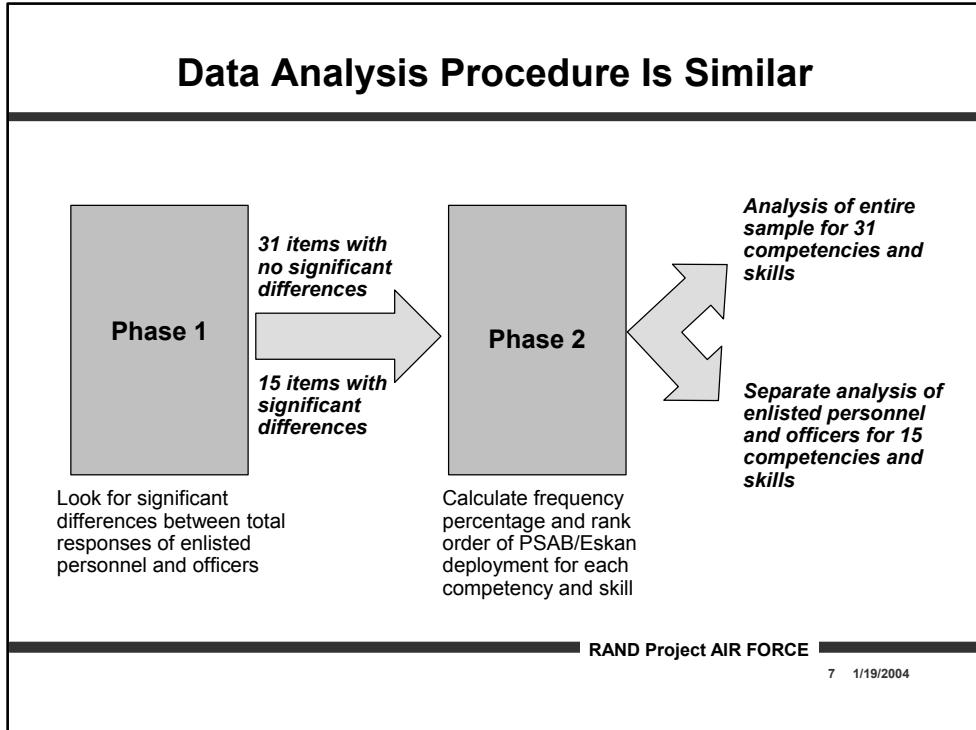
Analysis of Total Responses

Skill or Characteristic	Initial Training (Basic/Commissioning/ABC/Tech School)	OJT/Normal Duty Assignments	Schoolhouse (mid-career technical training)	PME (ALS/NCOA/JSNCOA/SOS/ISS/SSS)	Exercises (Home Station/Deployed)	Deployment(s) to PSAB/ESkan	Other operational deployments	Outside the AF (e.g., home, college course, etc.)
32) Emerging Systems/Effects	X	X	X		X			
33) Basic/Specialized Knowledge	X	X	X	X	X	X	X	X
34) Aerospace Environment								
35) Testing and Experimentation	X	X		X	X		X	

RAND Project AIR FORCE

26 2/3/2004

In addition to analyzing "best" response frequencies, we examined the total number of responses for each learning environment (i.e., how often a setting was identified with an "X" as a place to learn, although not necessarily as the "best" place to learn). Our focus in this analysis was not on the circled "best" learning environments, but rather on all the learning environments selected by survey respondents for each competency or skill.



We also used a two-phased approach here. As before in Phase 1, we looked for significant differences between the pattern of total enlisted responses and that of officers and then split the survey sample as necessary before proceeding with our response comparisons.

In Phase 2, we calculated the frequency percentage and rank order of PSAB/Eskan deployment for each competency or skill. This process was informed by the outcome of Phase 1: For the 31 competencies and skills with no significant difference between officer and enlisted personnel total responses, the entire sample ($N = 247$) was analyzed. For the 15 competencies and skills for which the two groups' responses differed significantly, we analyzed enlisted and officer responses separately. The results of Phase 2 permitted us to evaluate the merits of a PSAB/Eskan deployment in both an absolute sense and a relative sense. In other words, this endeavor identified the sheer percentage of respondents who reported learning during a PSAB/Eskan deployment and demonstrated how that percentage compares with values for other learning environments.

Competency/skill	Categ	Entire sample N=247	
		Freq	Rank order
Expeditionary operations	Ops	75%	1
Skills associated with my primary specialty at PSAB/Eskan	Spcly	74%	2
Skills associated with my primary specialty	Spcly	68%	3
Team building	Ldrshp	66%	3
Resilience	Char	66%	4
Cooperativeness	Char	64%	4
Responsibility and self-discipline	Char	64%	4
Decisiveness	Char	64%	4
Selflessness	Char	61%	4
Integrity/honesty	Char	60%	4
Loyalty	Char	60%	4
Communications	Ldrshp	59%	3
How my primary specialty relates to mission areas outside my career field	Spcly	58%	2
Skills in my career field but outside my primary specialty area	Spcly	58%	2
Respectfulness	Char	56%	4
Command	Ldrshp	55%	2
Compassion	Char	52%	4
Management skills	Ldrshp	51%	3

Shaded if PSAB/Eskan deployment is ranked among the top three.

RAND Project AIR FORCE

28 2/20/2004

We analyzed the entire sample for the 31 competencies and skills with no significant differences between the total responses of the officers and those of enlisted personnel. The results of this exercise are shown above and in the table that follows.

The table above shows the percentages (frequencies) of people who indicated that PSAB/Eskan deployment was a place they learned a specific competency or skill and how that percentage ranks relative to values for other learning environments. Competencies and skills are shaded if PSAB/Eskan deployment is ranked among the top three. For example, 75 percent of survey respondents regarded PSAB/Eskan deployment as a place they learned Expeditionary operations (although it was not necessarily the "best" learning environment). The shading for this competency indicates that PSAB/Eskan deployment is ranked among the top three learning environments (indeed, its rank order is 1).

The majority of survey respondents identified PSAB/Eskan deployment as a place they learned the 18 competencies and skills listed in the chart above. PSAB/Eskan deployment was favorably regarded in both an absolute sense and a relative one for the shaded competencies and skills, which include several in the leadership and specialty skills

categories. In the case of the character-related competencies, the percentages are high, but PSAB/Eskan deployment's rank order is lower, indicating that several other settings were identified even more frequently than PSAB/Eskan deployment as learning environments.

PSAB/Eskan Deployment Often Common Among Identified Places to Learn These 13 Competencies and Skills

Competency/skill	Categ	Entire sample N=247	
		Freq	Rank order
National security environment	Strat	45%	1
Information operations	Ops	44%	2
Aerospace fundamentals	Persp	44%	2
AF core competencies	Ops	42%	4
Promote continuous development of airmen and organization	Ldrshp	41%	3
Aerospace environment	Techn	37%	2
AOC organization and operations	Ops	37%	1
Campaign planning, coordination, and execution	Ops	35%	1
National security organization and process	Strat	34%	2
Testing and experimentation	Techn	31%	2
AF heritage and culture	Persp	31%	4
Integration of specialized missions and systems	Ops	27%	2
CONUS operations	Ops	18%	5

Shaded if PSAB/Eskan deployment is ranked among the top three.

RAND Project AIR FORCE

29 2/20/2004

For the remaining competencies and skills for which the entire sample was analyzed, a smaller percentage of people identified PSAB/Eskan deployment as a place where they had learned. However, as indicated by its rank order and the amount of shading in the chart above, PSAB/Eskan deployment fared well in comparison with other settings. The one exception is CONUS operations—naturally, few people regarded PSAB/Eskan deployment as a place they learned this competency.

Officers and Enlisteds Viewed PSAB/Eskan Deployment Somewhat Differently for These 15 Competencies and Skills					
Competency/Skill	Categ	Officer N=22		Enlisted N=225	
		Freq	Rank Order	Freq	Rank Order
AF as total force	Org	64%	2	50%	1
Alliance and coalition interoperability	Org	59%	1	41%	1
Joint battlespace	Org	55%	1	40%	1
Skills outside my career field	Spcity	55%	3	40%	1
Joint overarching operational concepts and key enablers	Ops	50%	2	50%	1
Efficacy and use of military power	Strat	50%	3	43%	1
Visionary outlook	Ldrshp	41%	3	45%	2
Health and wellness	Ldrshp	41%	4	46%	3
Efficacy and use of aerospace power	Strat	41%	4	42%	1
Basic/specialized knowledge	Techn	41%	4	53%	2
Emerging systems/effects	Techn	32%	3	33%	2
Space operations	Ops	27%	3	21%	1
Joint and AF doctrine and command relationships	Org	27%	3	31%	1
National military strategy	Strat	27%	3	43%	1
National security strategy	Strat	23%	5	33%	2

Shaded if PSAB/Eskan deployment is ranked among the top three.

RAND Project AIR FORCE
 30 2/20/2004

The chart above shows the 15 competencies and skills for which we analyzed the officer and enlisted responses separately. Recall that for these items, the pattern (across all settings) of total responses for the two groups differed significantly, even though the total responses for a single learning environment may not.

For enlisteds, most percentages fell short of a majority, but PSAB/Eskan deployment's rank orders indicate it was favorably regarded relative to other learning environments. In particular, its rank order was 1 for several competencies in the organization and operations categories of the UCI.

Officers viewed PSAB/Eskan deployment somewhat differently for these competencies. The frequency (percentage) range is wider, with a number of percentages above 50 percent, including percentages for several organization competencies. However, PSAB/Eskan deployment's rank orders were often lower than the corresponding values for enlisted personnel.

CONCLUSIONS

**If USAF Elects to Track Progress on Universal Competencies,
an IPT Should Consider How to Track Learning
During Operational Deployments**

- Contingency deployment can be the best place to learn numerous competencies and skills
 - Especially in operations, organization, strategy
- Such an environment frequently teaches many other competencies and skills
 - Especially in leadership, technology, specialty skills/duties
- But extensive learning on operational deployments may reflect inadequate preparation, potentially compromising capabilities

RAND Project AIR FORCE

34 2/20/2004

In conclusion, if the Air Force elects to track officer or enlisted personnel development of the so-called universal competencies, then it seems important to track their development in operational deployments such as PSAB/Eskan. At the very least, it seems to warrant assigning an IPT to consider the possibility. However, this caveat is important: We cannot recommend explicitly tracking the development of universal competencies if the associated complexity would put at risk DAL's other fundamental objective of developing many officers with targeted pairs of occupational competencies. It may be sufficient to rely on education and training to inculcate the universal competencies and to track simply whether individuals have (1) experienced different elements of that education and training and (2) participated in contingency deployments that help drive home many of those competencies.

Although this study did not measure how much Air Force members learn during contingency deployments (that would take a more extensive research effort), it did determine that such deployments are commonly

regarded as places to learn—and often the “best” places to learn—at least one competency or skill in each category. Indeed, PSAB/Eskan’s favorable ratings for specialty-related items suggest that it may also be worth tracking growth in *occupational* competencies/skills during operational deployments as well as growth in *universal* competencies/skills.

The last bullet in the list above is simply cautionary, to help temper enthusiasm for extensive learning that may occur during operational deployments. Such learning is *not always* a good thing.

APPENDIX

RAND SURVEY: WHERE ARE SKILLS AND CHARACTERISTICS DEVELOPED IN THE AIR FORCE?

The actual survey instrument, including instructions and DAL competency definitions, appears on the following pages.

INTRODUCTION

This survey was developed and is being administered by RAND, a private non-profit federally funded research institution with close and long-standing ties to the Air Force. In conjunction with the CSAF's Developing Aerospace Leaders (DAL) initiative, the Air Force has asked RAND to examine systematically whether skills are gained or improved during deployed operations.

Developing Aerospace Leaders is focused on understanding the leadership needs of our transforming aerospace force and designing a development process that will create Airmen who are better prepared to serve and lead in that environment. With that as the foundation, the Air Force is committed to making Airmen more competent, credible and knowledgeable at every level. It is the intent of the Air Force to ensure leaders have the right technical skills combined with the breadth of experience to effectively lead our aerospace forces.

We are surveying a number of individuals who have recently returned from deployments to Prince Sultan Air Base/Eskan Village (PSAB/Eskan). The survey is designed to take less than one hour, and RAND and DAL personnel will be available during and after the survey sessions for questions and discussion as time allows. The survey includes a number of specific questions about where individuals have learned various skills and developed various characteristics during their Air Force careers. Aggregated results will be reported to the DAL Support Office and will be used to guide decisionmakers in structuring a process for deliberate skill development of Air Force personnel.

The senior Air Force leadership respectfully requests your assistance during this survey.

DIRECTIONS

This survey consists of two sections, with 60 questions in total.

SECTION I

Forty-six Air Force skills and characteristics, separated into related categories, are listed. A definition of each skill or characteristic is also provided and should be referred to as needed to understand their Air Force-specific meaning. For each skill or characteristic please consider the following questions:

Where did I learn this skill or develop this characteristic?

Where did I BEST learn this skill or develop this characteristic?

To answer these questions, you are provided with 8 different places or activities where learning or development may have occurred. Please indicate all that apply by marking the corresponding box(es) in the following way:

1. Identify with an “X” each place or activity where you **LEARNED THE SKILL OR DEVELOPED THE CHARACTERISTIC**. Even if you feel you only *partially* learned the skill or developed the characteristic at a specific place or activity, you should mark that option with an “X.” If you do not feel you have learned *any* of the specific skill or characteristic in question at these places or activities, do not mark any boxes.
2. After identifying all the places and activities where you acquired a specific skill or characteristic, please **CIRCLE** the “X” corresponding to the **ONE** place or activity where you **BEST** learned the skill or developed the characteristic. If you have not marked any boxes with an “X,” you will not need to complete this step.

The example on the following page illustrates these instructions.

Example:

Skill or Characteristic	Initial Training (Basic/Commissioning/ABC/Tech School)	OJT/Normal Duty Assignments	Schoolhouse (mid-career technical training)	PME (ALS/NCOA/SNCOA/SOS/ISS/SSS)	Exercises (Home Station/Deployed)	Deployment(s) to PSAB/Eskan	Other operational deployments	Outside the AF (e.g., home, college course, etc.)
32) Emerging Systems / Effects	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> (circled)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			
33) Basic/Specialized Knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> (circled)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
34) Aerospace Environment								
35) Testing and Experimentation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/> (circled)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	

For the skill *Emerging Systems / Effects*, the survey respondent indicated with an “X” that he had learned some or all of this skill in 4 places/activities: initial training, OJT/normal duty assignments, schoolhouse, and exercises. In addition, by circling the “X” corresponding to OJT/normal duty assignments, the survey respondent identified OJT/normal duty assignments as the activity where he **BEST** learned *Emerging Systems / Effects*.

For the skill *Basic/Specialized Knowledge*, the survey respondent marked all 8 activities and places with an “X,” indicating he learned some or all of this skill in each place or activity. A circle around the “X” corresponding to deployments to PSAB/Eskan identifies this activity as where he **BEST** learned *Basic/Specialized Knowledge*.

For the skill *Aerospace Environment*, the survey respondent did not mark any boxes with an “X,” indicating he has not yet learned this skill, even partially. Since he did not mark any activity or place with an “X,” there is nothing to be circled.

For the skill *Testing and Experimentation*, the survey respondent indicated with an “X” that he had learned this skill at initial training, OJT/normal duty assignments, PME, exercises, and other operational deployments. In addition, by circling the “X” corresponding to PME, the survey respondent identified PME as the place where he **BEST** learned *Testing and Experimentation*.

SECTION II

You will be asked questions about your Air Force background, with emphasis on your PSAB/Eskan deployment experience.

SECTION I: Where were your Air Force skills and characteristics developed?

For each skill or characteristic, identify with an “X” each place or activity where you have **LEARNED THE SKILL OR DEVELOPED THE CHARACTERISTIC**. Even if you feel you only *partially* learned the skill or developed the characteristic at a specific place or activity, you should mark that learning opportunity with an “X.” If you do not feel you have learned *any* of the specific skill or characteristic in question at these places or activities, do not mark any boxes.

After identifying all the places and activities where you acquired a specific skill or characteristic, please circle the “X” corresponding to the **ONE** place or activity where you **BEST** learned the skill or developed the characteristic. If you have not marked any boxes with an “X,” you will not need to complete this step.

Please refer to the corresponding skill and characteristic definitions as needed to understand their Air Force-specific meaning for items 6 through 46.

Specialized Aerospace Skills and Duties

Skill or Characteristic	Initial Training (Basic/Commissioning/ABC/Tech School) OJT/Normal Duty Assignments	Schoolhouse (mid-career technical training)	PME (ALS/NCOA/SNCOA/SOS/TSS/SSS)	Exercises (Home Station/Deployed)	Deployment(s) to PSAB/Eskan	Other operational deployments	Outside the AF (e.g., home, college course, etc.)
1) Skills associated with my primary specialty							
2) Skills associated with my career field but outside my primary specialty area (e.g., in civil engineering field, a carpenter who learns plumbing)							
3) Skills outside my career field (e.g., a civil engineer who learns about mailroom operations)							
4) Skills associated with my primary specialty at PSAB/Eskan							
5) How my primary specialty duties are related to other mission areas outside my career field							

Comments:

Aerospace Leadership

Skill or Characteristic Definitions

6) Command

Anticipates the future in building a shared vision and influences others to translate vision into action. Takes a long-term view and acts as a catalyst for creative organizational change. Role models commitment and team spirit, and works with others to achieve goals. Encourages and facilitates integrity, cooperation, and group identity. Models innovative methods. Communicates effectively with subordinates, peers, superiors, customers, and civil counterparts. Effectively manages all group processes. Operates seamlessly within and outside military channels.

7) Team Building

Understands systems/processes; encourages and facilitates cooperation and fosters group identity. Works with others to achieve mutual goals. Shared credit for success. Comprehends inter-relationships among military power, diplomacy, and economics. Integrates roles of various government agencies and non-government actors in achieving national security objectives. Understands the importance of cohesiveness and how each of the team components contributes to achieve mission objectives, and comprehends the effective resourcing of our most valued asset...people.

8) Communications

Effective in national and international circles, conversant on cultural issues and political climate. Reduces complex issues so easily understood; creates confidence. Convincing spoken ability with individuals or groups. Listens effectively and clarifies information as needed. Fosters free exchange of ideas in an atmosphere of open exchange. Clearly expresses facts and ideas in writing in a clear, convincing, and organized manner. Sensitive to cultural/organizational differences in joint and coalition settings; effectively creates communication bridges.

9) Visionary Outlook

Clearly defines and expresses a future for the group/organization based on both environmental (external) factors and Air Force institutional (internal) requirements. The transformational leader shares power with followers, and through mentoring, empowers subordinates to take an active role in achieving mission goals. Subordinates, and their values, are included in the planning process.

10) Promote Continuous Development of Airmen and Organization

Synthesizes patterns among diverse systems and forms solutions for new, technical problems, drawing on history as guide. Forward thinking, fosters creativity. Grasps the essence of new information and masters new technical knowledge. Recognizes own strengths and weaknesses and pursues self-development. Seeks and gives feedback, capitalizing on opportunities to master new knowledge. Integrates wellness into mission accomplishment by advocating individual fitness both physically/mentally.

11) Health and Wellness

Knowledgeable of Force Health Protection issues and principles and ensures their implementation. Understands and models principles of a healthy lifestyle. Encourages and facilitates behaviors consistent with changing or enhancing habits that lead to increased well-being and overall fitness for duty. Understands the impact of lifecycle changes on mental health and responds appropriately personally and on unit members' behalf.

12) Management Skills

Current in all healthy business and management practices expected of a 21st Century defense organization. Organization climate reflects appreciation and potential application of current "best" management practices shaped appropriately for national defense. Leads through disciplined project management from cutting-edge (creative) idea conception/formulation through to efficient implementation and all necessary follow-ups. This approach would permeate all levels of the organization.

Aerospace Leadership

Skill or Characteristic	Initial Training (Basic/Commissioning/ABC/Tech School) OJT/Normal Duty Assignments	Schoolhouse (mid-career technical training)	PME (ALS/NCOA/SNCOA/SOS/ISS/SSS)	Exercises (Home Station/Deployed)	Deployment(s) to PSAB/Eskan	Other operational deployments	Outside the AF (e.g., home, college course, etc.)
6) Command							
7) Team Building							
8) Communications							
9) Visionary Outlook							
10) Promote Continuous Development of Airmen and Organization							
11) Health and Wellness							
12) Management Skills							

Comments:

Aerospace Operations

Skill or Characteristic Definitions

13) Air Force Core Competencies

Recognizes these are the fundamental building blocks at the heart of the Air Force's strategic perspective; key to the Service's contribution to nation's total military capability. Aerospace leaders must possess the combination of professional knowledge, air power expertise, and technological know-how that when applied, produces superior military capabilities. Ability to effectively integrate platforms, people, weapons, bases, logistics, and all supporting infrastructure. Doctrine enabler.

14) Joint Overarching Operational Concepts and Key Enablers

Synchronizes the action of Joint and Coalition air, land, sea, space, special operations, and all support forces to achieve strategic and operational objectives through integrated, joint campaigns and major operations. Employs these forces to increase the total effectiveness of Joint and Coalition operations, ensuring maximum gain at minimum risk and cost. The aerospace forces contribute directly to achieving these joint concepts and the ultimate goal of full spectrum dominance.

15) Expeditionary Operations

Ability to organize, train, equip, deploy, employ, Expeditionary Air Forces comprised of – Active, Air National Guard, and Air Force Reserve elements in support of theater and Joint Task Force operations across the full spectrum of operations to meet specific mission objectives. Able to adapt quickly to diverse rapidly changing expeditionary environments to maximize the effectiveness of the employment of available resources to meet tasked missions.

16) AOC Organization and Operations

Capable of building staffs and organizational structures designed to serve as the planning and execution focal point for the JTF. Executes and coordinates aerospace operations to include: Centralized planning, direction and control. Can direct the assessment, planning, and execution of the full range of complex aerospace operations.

17) Campaign Planning, Coordination, and Execution

Capable of developing integrated Joint and Coalition strategies and plans for the optimum employment of aerospace forces to meet defined theater and Joint Task Force objectives. Assesses the existing political/military situation, establishes objectives to meet national and coalition goals, determines available courses of action, priorities for the employment of available resources and anticipates potential threats or opportunities. Capable of assessing and expressing the relative and absolute capabilities aerospace forces make available to Joint Force operations in line with theater requirements and military objectives. Optimally deploys, employs, and integrates aerospace forces across the full spectrum of operations.

18) Information Operations

Takes actions to affect adversary information and information systems while defending one's own. Understands information resource availability, capability, and applications. Observes, plans, and directs appropriate information operations.

19) Space Operations

Ability to employ space power or exploit space forces to support national security strategy and achieve national security objectives. Able to effectively integrate civil, commercial, intelligence, and national security space systems and associated infrastructure to support national security strategy and national objectives from peacetime through combat operations.

20) Integration of Specialized Missions and Systems

Comprehending doctrinal concepts and procedures necessary to effectively employ/deploy specialized aerospace mission sets that are most applicable to only a limited range of the spectrum of operations. Effectively integrates specialized mission sets into aerospace operations.

21) CONUS Operations

Sensitive to the unique requirements and constraints of CONUS operations in expanded homeland defense roles. Executes National Command Authority objectives in matters of strategy, policy, and operations throughout the CONUS. Attuned to America's political and economic interests.

Aerospace Operations

Skill or Characteristic	Initial Training (Basic/Commissioning/ABC/Tech School) OJT/Normal Duty Assignments	Schoolhouse (mid-career technical training)	PME (ALS/NCOA/SNCOA/SOS/ISS/SSS)	Exercises (Home Station/Deployed)	Deployment(s) to PSAB/Eskan	Other operational deployments	Outside the AF (e.g., home, college course, etc.)
13) Air Force Core Competencies							
14) Joint Overarching Operational Concepts and Key Enablers							
15) Expeditionary Operations							
16) AOC Organization and Operations							
17) Campaign Planning, Coordination, and Execution							
18) Information Operations							
19) Space Operations							
20) Integration of Specialized Missions and Systems							
21) CONUS Operations							

Comments:

Aerospace Organization

Skill or Characteristic Definitions

22) Joint Battlespace Management (JFC, JTF, JFACC, JFLCC, JFMCC)

Coordinates and integrates multi-service and multi-national aerospace forces in joint, coalition, and alliance operations. Understands and operates effectively in US national civilian and military organizational and command structures.

23) Alliance and Coalition Interoperability

Capable of organizing effective and interoperable multi-national forces across the spectrum of conflict. Aware of allies' capabilities and their socio-economic constraints. Develop networks, engage in cross-functional activities, collaborates across boundaries.

24) Air Force as Total Force

Integrates Active, AFRES, ANG, and Civilian/contract resources as a single unit to meet operational objectives. Operates and practices the way we fight.

25) Joint and Air Force Doctrine & Command Relationships

Articulates Air Force doctrine, Service competencies, and the application of aerospace forces. Uses aerospace doctrine within joint operations and articulates the best way to integrate and employ aerospace forces with land and naval forces. Understands aerospace operations and military principles in the organization and employment of personnel and weapons systems. Articulates the roles and responsibilities of the Joint Forces Commander and understands how the JFC relates to the overall national security strategy.

Aerospace Organization

Skill or Characteristic	Initial Training (Basic/Commissioning/ABC/Tech School) OJT/Normal Duty Assignments	Schoolhouse (mid-career technical training)	PME (ALS/NCOA/SNCOA/SOS/ISS/SSS)	Exercises (Home Station/Deployed)	Deployment(s) to PSAB/Eskan	Other operational deployments	Outside the AF (e.g., home, college course, etc.)
22) Joint Battlespace (JFC, JTF, JFACC, JFLCC, and JFMCC)							
23) Alliance and Coalition Interoperability							
24) Air Force as Total Force							
25) Joint and Air Force Doctrine & Command Relationships							

Comments:

Aerospace Strategy

Skill or Characteristic Definitions

26) National Security Environment

Effectively evaluates characteristics of the international environment of most significance to the US national security. Aware that characteristics of the anticipated national security environment in Joint Vision documents include: US continues to have global interests, adversaries will have access to global industrial base and identical technology as the US, adversaries will evolve to match our capabilities.

27) National Security Organization and Process

Relates National Command Authority, Department of Defense, joint structure and military services as they formulate military policy and strategy. Places this structure into the executive interagency process and the broader national decision structure. Integrates military and non-military resources to effect change in support of aerospace objectives. Understands armed forces roles and capabilities in supporting operations and agencies conducting operations across the full spectrum.

28) National Security Strategy

Understands that national security strategy originates in national security policy and addresses broad objectives and plans for achieving them. Articulates roles for and integrates application of political, economic, psychological, and military instruments in peace and war to achieve national objectives.

29) National Military Strategy

Understands our national security objectives within the international environment. Uses the concepts, tasks, and capabilities necessary to achieve military goals set forth in the national security strategy. Understands how national military requirements respond to changes in the international environment and national strategy.

30) Efficacy and Use of Military Power

Addresses the relative capabilities and limitations of the military instrument of national power. Understands synergies possible in combining military power with the political, economic, and psychological instruments.

31) Efficacy and Use of Aerospace Power

Articulates how technologies and capabilities of aerospace power offer the greatest flexibility and comparative advantage toward many existing and emerging threats. Understands that the unique capabilities and limitations of aerospace power require effective communication and responsible advocacy to best serve the national interest.

Aerospace Strategy

Skill or Characteristic	Initial Training (Basic/Commissioning/ABC/Tech School) OJT/Normal Duty Assignments	Schoolhouse (mid-career technical training)	PME (ALS/NCOA/SNCOA/SOS/ISS/SSS)	Exercises (Home Station/Deployed)	Deployment(s) to PSAB/Eskan	Other operational deployments	Outside the AF (e.g., home, college course, etc.)
26) National Security Environment							
27) National Security Organization and Process							
28) National Security Strategy							
29) National Military Strategy							
30) Efficacy and Use of Military Power							
31) Efficacy and Use of Aerospace Power							

Comments:

Aerospace Technology

Skill or Characteristic Definitions

32) Emerging Systems / Effects

Develops new insights into situations and applies innovative solutions to make organizational improvements. Envisions impact from technologically/experimentally advanced weapons systems integrating with proven weapons platforms as effective instruments of power. Designs and implements new or cutting-edge programs/processes.

33) Basic/Specialized Knowledge

Application of studies and experiences in one's life and specialty. Obtaining credibility within one's profession or peers through recognized quantitative research or break-through discovery.

34) Aerospace Environment

Possessing mental agility, flexibility and vision in using the full capabilities of developments in modern information/space technology during war fighting as well as during peacetime environments. Develops strategies using new technology to enhance decision-making. Understands the impact of technological changes on the organization.

35) Testing and Experimentation

Remaining technologically attuned and current. Can articulate institutional requirements and the processes employed to field prototype weapons systems, which enhances mission effectiveness. Balanced approach to political and fiscal responsibilities in the procurement of critical weapons systems necessary to ensure the fullest exploitation of aerospace.

Aerospace Technology

Skill or Characteristic	Initial Training (Basic/Commissioning/ABC/Tech School) OJT/Normal Duty Assignments	Schoolhouse (mid-career technical training)	PME (ALS/NCOA/SNCOA/SOS/ISS/SSS)	Exercises (Home Station/Deployed)	Deployment(s) to PSAB/Eskan	Other operational deployments	Outside the AF (e.g., home, college course, etc.)
32) Emerging Systems / Effects							
33) Basic/Specialized Knowledge							
34) Aerospace Environment							
35) Testing and Experimentation							

Comments:

Aerospace Perspective

Skill or Characteristic Definitions

36) Aerospace Fundamentals

Understands that aerospace power is the use of lethal and non-lethal means of aerospace forces to achieve strategic, operational, and tactical objectives. Understands aerospace power can rapidly provide the national leadership a full range of military options for meeting national objectives and protecting national interests. Views the application of force more from a functional than geographic standpoint. Articulates the value of aerospace instruments of power for the defense of America and its interest.

37) Air Force Heritage and Culture

Understands that culture derives from the core operational essence of the USAF—military control and exploitation of the environment above the surface of the earth—and that heritage provides an essential building block of culture, linking past to present to future. Internalizes institutional values. Functions as the aerospace spokesperson to cultivate an overarching Airmen's mindset.

Aerospace Perspective

Skill or Characteristic	Initial Training (Basic/Commissioning/ABC/Tech School)	OJT/Normal Duty Assignments	Schoolhouse (mid-career technical training)	PME (ALS/NCOA/SNCOA/SOS/TSS/SSS)	Exercises (Home Station/Deployed)	Deployment(s) to PSAB/Eskan	Other operational deployments	Outside the AF (e.g., home, college course, etc.)
36) Aerospace Fundamentals								
37) Air Force Heritage and Culture								

Comments:

Aerospace Character

Skill or Characteristic Definitions

38) Integrity/Honesty

The cornerstone of the framework within which you make decisions. Voluntarily decides the right things to do and does them. Instills mutual trust and confidence; creates a culture that fosters high standards of ethics; behaves in an ethical manner toward others, and demonstrates a sense of institutional responsibility and commitment to service. Consistently truthful with others and self.

39) Selflessness

Effectively balances personal commitments and work. Having deep regards for the well being of others. Honest concern for quality service to subordinates, Air Force, and country.

40) Respectfulness

Respects the dignity of all human beings, earns same from others. Shows esteem for and consideration/appreciation for other people. A deep understanding of when/where to praise and when/where to counsel. Is tactful, compassionate and sensitive, and treats others with respect.

41) Decisiveness

Maintains composure and arrives at prompt, effective, well-reasoned conclusions even while working in an intense/high risk environment. Exercises good judgment by making sound and well-informed decisions; perceives the impact and implications of decisions; makes effective and timely decisions, even when data is limited or solutions produce unpleasant consequences; is proactive and achievement-oriented.

42) Responsibility and Self-discipline

Performs all tasks assigned effectively, is highly motivated and dedicated. Displays stamina and courage to seek highest level of performance. Ensures effective controls are developed and maintained to continue integrity within the Institution. Holds self and others accountable. Can be relied upon to ensure projects within areas of specific responsibility are completed in timely manner and within budget. Monitors and evaluates plans; focuses on results and measures attainment levels of outcomes.

43) Loyalty

Devoted and committed to one's organization, supervisors, coworkers, subordinates and self. Possesses a predictable trustworthiness, even during combat situations. Maintains a state of allegiance to oneself, others, institution, or country that enhances alliances.

44) Compassion

Provides aid to or shows mercy toward others. Initiates and manages cultural change within the organization to foster caring, appreciation and concern for all individuals with different values and cultural backgrounds. Ensures that the organization builds on these differences and that employees are treated in an equitable manner. Sympathetic to the trials and tribulations of those asked to effect war along with alleviating/preventing excess distress on those we wage war against.

45) Cooperativeness

Works in collaboration and harmony with others in accomplishing tasks or some common end or purpose. Considers and responds appropriately to the needs, feeling, and capabilities of different people in different situations; is tactful, compassionate and sensitive, and treats others with respect. Displaying a positive attitude towards self and others.

46) Resilience

The capability to recover from and adjust quickly to stressful challenges, misfortune, or change. Capable of withstanding shock without permanent negative effects; better prepared for future opportunities.

Aerospace Character

Skill or Characteristic	Initial Training (Basic/Commissioning/ABC/Tech School)	OJT/Normal Duty Assignments	Schoolhouse (mid-career technical training)	PME (ALS/NCOA/SNCOA/SOS/ISS/SSS)	Exercises (Home Station/Deployed)	Deployment(s) to PSAB/Eskan	Other operational deployments	Outside the AF (e.g., home, college course, etc.)
38) Integrity/Honesty								
39) Selflessness								
40) Respectfulness								
41) Decisiveness								
42) Responsibility and Self-discipline								
43) Loyalty								
44) Compassion								
45) Cooperativeness								
46) Resilience								

Comments:

SECTION II: BACKGROUND

47) What is your current primary specialty? Please refer to the list provided on page 25 and write the corresponding AFSC below. If you do not find your specialty in the list, please put "99" for "Other" and write in your current primary specialty title and AFSC.

48) How many times have you been deployed to PSAB/Eskan?

49) Total days for all PSAB/Eskan deployments?

50) What was your rank during your tour of duty at PSAB/Eskan?
(Please provide rank using E-1 through E-9 or O-1 through O-10.)

51) When was your most recent deployment to PSAB/Eskan? Please provide start and end dates.

Start Month: _____

Start Year: _____

End Month: _____

End Year: _____

For your most recent deployment to PSAB/Eskan....

52) What was your primary specialty before you departed to PSAB/Eskan? Please refer to the list provided on page 25 and write the corresponding AFSC below. If you do not find your specialty in the list, please put "99" for "Other" and write in your primary specialty title and AFSC before departing to PSAB/Eskan.

53) What was your duty title before you departed to PSAB/Eskan?

Specialty Area Reference for Questions 47, 52, and 55

OFFICER:

11A —Airlift Pilot	13D —Combat Control	34M —Services
11B —Bomber Pilot	13M —Air Traffic Control	35P —Public Affairs
11F —Fighter Pilot	13S —Space/Missile Ops	36M —Mission Support
11H —Helicopter Pilot	14N —Intelligence	36P —Personnel
11R —Recce/Surv/EW Pilot	15W —Weather	38M —Manpower/Org
11S —Special Ops Pilot	16R —Plans/Programs	4XX —Medical/Dental Ops
11T —Tanker Pilot	21A —Aircraft MX/Munitions	51J —Judge Advocate
12A —Airlift Navigator	21G —Logistics Plans	52R —Chaplain
12B —Bomber Navigator	21M —Space/Missile MX	61S —Scientific/Research
12F —Fighter Navigator	21S —Supply	62E —Developmental Eng
12R —Recce/Surv/EW Nav	21T —Transportation	63A —Acquisition
12S —Special Ops Navigator	31P —Security Forces	64P —Contracting
12T —Tanker Navigator	32E —Civil Engineering	65X —Financial Management
13B —Air Battle Management	33S —Communications/ Info	71S —Special Investigations
		99 —Other

ENLISTED:

1A —Aircrew Operations	2P —Precision Measurement	3P —Security Forces
1C —C2 Systems Operations	2R —MX Management Sys	3R —Printing Management
1N —Intelligence	2S —Supply	3S —Mission Support
1S —Safety	2T —Trans/Vehicle MX	3U —Manpower
1T —Aircrew Protection	2W —Munitions/Weapons	4X —Medical
1W —Weather	3A —Info Management	4Y —Dental
2A —Aircraft MX	3C —Comm-Computer	5J —Paralegal
2E —Comm-Electronics	3E —Civil Engineering	5R —Chaplain Support
2F —Fuels	3H —Historian	6C —Contracting
2G —Logistics Plans	3M —Services	6F —Financial Management
2M —Missile/Space Sys MX	3N —Public Affairs	7S —Special Investigations
		99 —Other

54) To what organization were you assigned before you departed to PSAB/Eskan?

55) What was your primary specialty at PSAB/Eskan? Please refer to the list provided on page 25 and write the corresponding AFSC below. If you do not find your specialty in the list, please put “99” for “Other” and write in your primary specialty title and AFSC.

56) What was your duty title at PSAB/Eskan?

57) To what organization were you assigned at PSAB/Eskan?

58) What percentage of your duty time was spent on duties **OUTSIDE** of your primary specialty at PSAB/Eskan? Please provide your best estimate.

59) From the list below, please **CIRCLE ALL** of the specialty areas about which you learned something you feel was significant during your most recent deployment to PSAB/Eskan:

A) Fighter Pilot	T) Aircraft MX/Muns	KK) Financial Management
B) Fighter Navigator	U) Trans/Vehicle MX	LL) Public Affairs
C) Bomber Pilot	V) Logistics Plans	MM) Legal
D) Bomber Navigator	W) Contracting	NN) Manpower/Organization
E) Airlift Pilot	X) Supply Management	OO) Chaplain Support
F) Airlift Navigator	Y) Fuels Management	PP) Scientific & Research
G) Helicopter Pilot	Z) PMEL	QQ) Developmental Engineer
H) Tanker Pilot		RR) Acquisition
I) Tanker Navigator	AA) Civil Engineering	
J) Recce/Surv/EC Pilot	BB) Services	SS) Plans/Programs
K) Recce/Surv/EC Nav	CC) Personnel	TT) Weather
L) Special Ops Pilot	DD) Security Forces	UU) Intelligence
M) Special Ops Nav	EE) Information Management	VV) Safety
	FF) Comm-Electronics Sys	
N) Enlisted Aircrew Ops	GG) Comm-Computer Ops	WW) Special Investigations
O) Airfield Management	HH) Visual Info—Still/Video	
P) Air Traffic Control		XX) Medical/Dental Ops
Q) Combat Control	II) Space/Missile Ops	
R) Air Battle Management	JJ) Space/Missile MX	
S) Aircrew Life Support		YY) Other (please describe)

60) Please use the space below for any comments you would like to share regarding what you learned or would like to have learned prior to or during your recent deployment to PSAB/Eskan.

END OF SURVEY

Thank you for your participation and support.